


Summary of Conventions and Errors

Convention	How to record it	Does it count as an error?
Standard Notation	<u>"student"</u> "text"	If there are two ways to score responses, choose the scoring that results in the fewest errors.
Accurate Reading	✓ ✓ ✓	No. <ul style="list-style-type: none"> If a word is pronounced like two words (e.g., in/to) it is considered a pronunciation error, not a reading error, and is not counted. Mispronunciations due to speech difficulties or accents are not counted as errors (e.g., 'wif' for 'with' or 'dis' for 'this').
Substitution	<u>went</u> want <u>for</u> <u>fit</u> fix	Yes. <ul style="list-style-type: none"> If the student makes an error (e.g., 'the' for 'a') and makes the error repeatedly, it is counted as an error each time. Substitutions of proper nouns (e.g., 'Jack' for 'John') are counted only once. Subsequent repeated errors are coded but not counted. Contractions are counted as one error, as they are considered one grammatical unit. <u>I am</u> or <u>I'm</u> I'm I am If the student makes multiple attempts to read one word and still does not correctly read the word, it is scored as one error.
Self-Correction (SC)	<u>went</u> SC want	No. <ul style="list-style-type: none"> If the student makes one or more attempts but finally corrects the word, there is no error.
Repetition (R)	R or  R or R ₂	No.
Omission	<u>—</u> very	Yes. <ul style="list-style-type: none"> If an entire line or sentence is omitted, each word is counted as an error. If an entire page is omitted, no errors are counted. The number of words on the page should be deducted from the running word total.
Insertion	<u>little</u> —	Yes. Each insertion is one error, so there can be more errors than words on a line. However, a student cannot receive a minus score for a page.
Appeal (A) Teacher response to appeal: "you try it" (Y)	<u>—</u> A sometimes Y	No.
Told (T)	<u>—</u> thought T	Yes.

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Try That Again	[] TTA	Yes. "Try That Again" is counted as one error.
Additional Scoring Method	$\frac{\text{c-a-t}}{\text{cat}}$ (error)	Yes. If the student does not solve the word.
	C-A-T (error)	<ul style="list-style-type: none"> If a student tries to decode by segmenting a word (or "sounding out"), it is counted as an error if the student does not blend the sounds and say the actual word. Use lower-case letters with dashes to denote sounds. If the student spells the word and then does not say the word, then it is counted as an error. Use upper-case letters with dashes to denote spelling.
	$\frac{\text{c-a-t}}{\text{cat}} \quad \checkmark$ (not an error)	No. If the student solves the word.
	$\frac{\text{C-A-T}}{\text{cat}} \quad \checkmark$ (not an error)	